

Curriculum Design

IT'S ALL ABOUT the LEARNING

CAIRS
Albany
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- *Aim:*

To highlight the significance of the intended learning and the evidence of this learning in curriculum design.

- *Outline:*

I. Purpose of Schools

II. Focus on Curriculum Development and Design

III. Instructional Planning Process

Thinking Backward

Formative Assessment

Curriculum Mapping

- *Any discussion about education is really a discussion about the kind of society we envision.*

- We ask the schools to teach children to think, to socialize them, to alleviate poverty and inequality, to reduce crime, to perpetuate our cultural heritage, and to produce intelligent, patriotic citizens.

Ornstein and Levine
Foundations of Education
2000

- The focal point of these persistent demands is the curriculum...

Curriculum

*A curriculum is an operational plan
for instruction that details*

what students need to know;

what teachers are to do to help students develop their knowledge;

how to know whether students achieved the identified curricular goals/the intended learning;

the rationale for why we cover what we do;

the context in which learning and teaching occur.

adapted NCTM, 1989

Throughout the 20th Century, the curriculum would become a national preoccupation that would open up the classroom to greater scrutiny.

Kathleen Kennedy Manzo

EDUCATIONAL AMERICAN HISTORY TIMELINE (very abbreviated)

1944	GI Bill
1954	Brown vs. Board of Education of Topeka, Kansas
1957	Sputnik
1964	Civil Rights Act
1965	“War on Poverty” legislation
1983	<i>A Nation at Risk</i>
1989	GOALS 2000 Education Program
1990	IDEA
1991	First Charter School Law (Minnesota)
1993	Common Curriculum and Statewide Test (MA)
1999	Columbine
2003	NCLB
2004	Hurricane Katrina
2009	_____

- Consequently, the curriculum is continuously modified as the goals of education are revised, as student populations change, as social issues are debated, and as new interest groups are activated...

FACTORS in CURRICULUM DESIGN

- Alignment with NATIONAL, STATE, LOCAL STANDARDS
 - CONTINUITY and PROGRESSION
 - EVIDENCE of PERFORMANCE
 - TRADITIONS of the SCHOOL
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- ✓ What makes your school unique?
 - ✓ What larger tradition does it belong to?
 - ✓ What community factors define it?

Roseanne DeFabio
Associate Superintendent
Albany Diocese

Question #1

How and why has curriculum development changed since you started in education?

What Standards are:

- Broad statements specifying what students should know & be able to do.
- Guides for revising content, instruction & assessment practices at the local level.

Teachers are designers who must think first about the specific learnings sought and the evidence of such learnings...

The Instructional Planning Process

Traditional practice	Standards- Based practice
Select a topic from the curriculum	Identify relevant standards
Design/select and present instructional activities.	Design/select an assessment through which students have opportunities to demonstrate what they know and can do.
Design/select and conduct an assessment.	Decide what learning experiences will enable students to learn what they need to know and to do.
Give grade or feedback.	Plan/implement instruction to assure that each student has adequate opportunities to learn.
Move on to new topic.	Conduct the assessment and use data to provide feedback; re-plan and re-teach, or repeat process with next set of relevant standards.

A curricular aim/objective /goal/ outcome/intended learning should articulate what students are supposed to know or be to do at the conclusion of instruction.

Three Kinds of Assessment

➤ ***Assessment of learning***

- norm-referenced
- judging performance
- summative

➤ ***Assessment for learning***

- criterion-referenced
- informing teaching
- diagnostic/formative

➤ ***Assessment as learning***

- informing learning
- becomes informative and generative for both teacher and students

Thinking “Backward”

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey

- Our lessons, unit and courses should be logically inferred from the results sought, not derived from the methods, book and activities with which we are most comfortable

Wiggins and McTighe
2005

A Design Approach

Stage 1

What is worthy and requiring of understanding?

Stage 2

What is evidence of understanding?

Stage 3

What learning experiences and teaching promote understanding, interest and excellence?

Understanding by Design
Wiggins and McTighe

- Instructing students should be a carefully conceived enterprise in which decisions about what to do next are predicated on the best available information.
- And the best available information about what to do next almost always flows from a determination about what students currently know and can do.

Formative Assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.

Popham, 2008

- The function of formative assessment is to help teachers and students decide whether they need to make any adjustments in what they're doing.

Popham, 2008

...When we teach, we can address only a relatively small sample of the entire subject matter.

...We need to put students in a position to learn far more, on their own, than they can ever learn from us.

Wiggins and McTighe

What is Mapping ?

- Calendar-based curriculum mapping is a procedure for collecting a data base of the operational curriculum in a school and/or a district
- It provides the basis for authentic examination of that data base

Mapping is a coin with two sides

- One side is the documentation - the maps themselves
- One side is the review process-examining and revising maps collaboratively among teachers

Two Types of Maps

- Projected

- Diary

What information do we collect initially on a map?

- Content
- Skills
- Assessment